

## Mumford: machine is man's downfall

by Craig Toomey

Lewis Mumford, world-renowned scholar and urban thinker, says technology may destroy 20th-century society.

"Never before in history has there been a deterioration in life so widespread at one time," the 79-year-old Mumford told a press conference at McGill yesterday. "We're in the midst of a depression — a depression that can only get worse."

Mumford, a self-described "generalist", has won many honors for his work in the fields of architecture, technology, urban development and American literature. His best known books are "Technics and Civilization", 1934; "The Condition of Man," 1944; and his two volumed work "The Myth of the Machine," 1967-73.

Mumford said that man can only free himself from his position as a victim of the Machine by abandoning advanced technology and returning to a simpler way of life. "For

instance, the increasing popularity of bicycle riding as a means of transportation is a first step in solving the problems caused by the automobile."

Mumford said technology, by bringing affluence, has produced an empty culture with low morals. "Pornography is justified because it is profitable," he said, "but life is more than pornography." Mumford said we have to rehabilitate our morals by waking up to the realities of life and dealing with them directly. "We have been divorced from reality for too long and have been unwilling to make a true assessment of the repercussions technology has on our lives," he warned.

Mumford said the industrialized world is ruled by a few corrupt, totalitarian governments, which use modern technology to further their own interests. "We've accepted these secretive, incompetent bureaucracies for so long it's

unbelievable!" he exclaimed.

To end the rule of these governments, Mumford said, individuals must stand up and act against them. He cited Daniel Ellsberg, who released the Pentagon papers and thereby exposed the deceptions of the U.S. government in the Vietnam War, as an example of such an individual.

"Like him," Mumford said, "people should be willing to protest against arbitrary decisions of their leaders rather than accepting the old notion that 'whatever is right for the king is right for everyone'."

Mumford said the short-term solution to man's problems lies in the individual. "If we are awake to today's problems and speak out against what we think is wrong, we can handle those problems," he said.

Mumford will give a public lecture this Friday at 8 p.m. in room 132 of the Leacock building.

## Laurentian hotel to be destroyed by speculators

by Richard Vincent

The planned demolition of the 26 year old Laurentian Hotel on Dominion Square was described as "totally without economic justification" by Michael Fish, the head of Save Montreal, at a press conference last week. The 1,000 room, 23-storey hotel is to be closed November 15 and later demolished to make way for a new office complex of similar size.

The reason for its demolition, said Fish, lies in big corporations' desire for prestigious locations. After the Laurentian Hotel is demolished, he said, a new head office will face Dominion Square — the only patch of green left in the city centre.

Fish said that the Canadian Pacific Railway company, which owns the land through its subsidiary, Marathon Realty, will now be able to completely dominate the huge 25 acre site including Place du Canada in the heart of Montreal.

A spokesman for Canadian Pacific, Fred Draper, responded to Fish's assertion by saying that he did not understand how Save Montreal could oppose the project "when we haven't

announced it." He said that further details could not be revealed until the project is officially announced, hopefully at the end of the year.

Fish implicated the Bank of Montreal, which besides being a prime tenant will also help finance the project; the CPR, which wants to build a continuous building complex to include offices, hotels and apartments extending from Dorchester Boulevard south to Windsor station; and the City of Montreal, which will probably close Stanley Street south of Dorchester for the project and is doing nothing to prevent the project's implementation. Fish noted that the CPR and the Bank of Montreal have interlocking Boards of Directors; in 1973, at least five individual directors were shared.

Drawing on the analysis of Harvard economist John Galbraith, Fish attacked large corporations who continually look for new products in the process of growth, regardless of the interests of the community.

The cost of replacing the Laurentian Hotel will be about \$20 million and in this period of

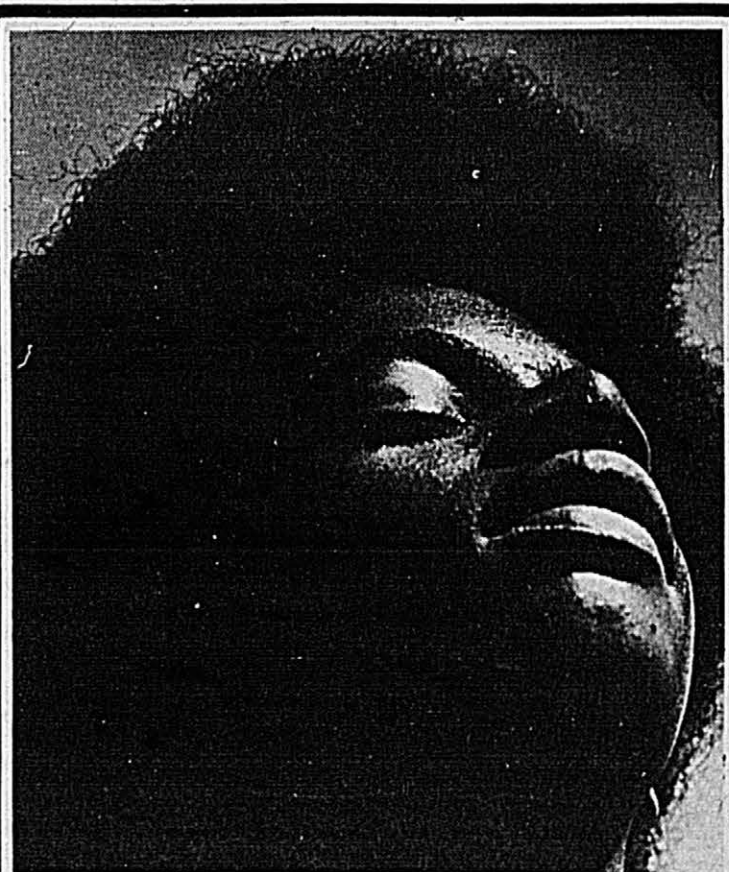
high interest rates when capital is very expensive the result will be high rents that only the rich will be able to afford, said Fish. Montreal's city centre, he said, will become the exclusive preserve of the wealthy.

Fish said that society's money would be better used if allocated to students and low income housing.

Draper said that he did not understand Fish's reasoning, since the CPR recycles profits into the economy and Marathon Realty is involved in many housing projects throughout Canada.

Fish pointed out that any structure erected on the Laurentian Hotel site cannot be more than five per cent larger than the Hotel itself because of a city by-law. Since the Laurentian Hotel occupies only about one acre out of the 23 owned in the vicinity by Marathon Realty, Fish asserted that there is plenty of empty space on which to construct a building.

The demolition of the Laurentian Hotel will be fought, Fish said, even to the extent of civil disobedience.



### King heroin

I am soulful and mean  
But baby I'm on the scene  
With a switchblade at hand  
I can whip any man.  
They put me behind bars  
Without any chance  
The truth is skin deep  
But not really complete  
I wish I was dead  
King Heroin went to my head  
I steal and cheat  
With people I'm not complete  
They call me a bum  
Raised in a slum  
I don't have much money  
Killed my own buddy  
I was high!

Richard Eskins, Age 14,  
Northmount school.

### People

A black man's profile  
And a white man's smile  
Chinese eyes  
and Japanese guys  
An English man's accent  
A French man's love  
But we all look the same  
from above  
By the way, I'm Black and proud

Heather Symonds  
Age 11  
Coronation

For too long children have been viewed as incapable of independent thought. Society, through the educational system, afraid of the truths that these young eyes would reveal, stifles creativity and rewards passivity. The above two poems are examples of the strength, honesty, and truth as expressed by two young Montreal poets.

Last spring a group of McGill students partially succeeded in allowing some Montreal children to say and write what they feel. Their story and more poems by children can be found inside on pages 3, 4 and 5.



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It has been a long time since I have seen an article of such chutzpah as the Daily's explanation of the What's What column.

It might come as a shock to the editor of the Daily to learn that she is running a paper for all the students; not just for whatever political group happens to have gained control. In fact, the What's What column was started three years ago as the result of protests over the Daily policy of ignoring the activities of non-political groups.

If one compares the number of students who look at the Daily for the What's What column to the number who look at the daily for political commentary, it would seem more logical to reduce the type size for some of the political stories. The space so saved could be used for something that might even be of interest to a larger number of students.

That's what you're in business for, believe it or not.  
Joseph Aspler

**classifieds**

These ads may be placed in the advertising office at the University Centre from 9 am to 5 pm. Ads received by 10 o'clock appear the following day. Rates: 3 consecutive insertions—\$3.00 maximum 20 words. 15 cents per extra word.

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If you're interested in finding some work with the Big Time Corporation right on Campus, drop by our offices at 3587 University St. and fill out an application form.

**MISCELLANEOUS**

White male kitten, age 4 months, needs good home. Call 932-3207, after 6 p.m.

Continued on page 8

**RECREATIONAL ATHLETICS**

All activities start this Friday, October 18, 1974.

**SHINNY HOCKEY:**

Tuesday, 11:15 - 12:45 p.m.

Friday, 2:00 - 3:15 p.m.

**RECREATIONAL SKATING:**

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**McGill****The Cummings Lecture****LEWIS MUMFORD****The Age We Live In****A Personal View**

Friday, October 18  
8:00 PM

Auditorium, L-132  
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McGill Campus

**Students' Society Executive Applications**

are hereby re-opened for the position of:

**Producer — Red & White Revue '75**

The producer is responsible for the entire production, i.e. recruiting all necessary persons, such as writer, costume designer, stage manager, etc.

Those applying should include as much information as possible on their organizational plans.

\*Application forms may be picked up at the Students' Council Office in the University Centre.

\*\*Completed applications should be submitted to the secretary, Mrs. Haddad, at the Council Office, no later than 4:00 p.m. Wednesday, October 23, 1974.

N.B. Applications for CHIEF RETURNING OFFICER are closing today at 4:00 p.m.

**Students' Society**

Applications are hereby called for the position of:

**Advertising Manager — Radio McGill**

The candidate will become an employee of the Students' Society with a remuneration to be: commission plus a basic salary.

\*Application forms may be picked up at the Students' Council Office in the University Centre.

\*\*Completed applications should be submitted to the secretary Mrs. Haddad, at the Council Office, no later than 4:00 p.m. Friday, October 25, 1974.



# Creative writing by Montreal children

by Olivia Rovinescu, Clifton Ruggles,  
William Reid and Pamela Mulderrig  
Photography by Olivia Rovinescu  
and Clifton Ruggles

Tremendous changes in education are occurring in today's classroom. While gathering information for the anthology of children's writings, "Expressions of Montreal's Youth", we have been able to observe and promote these changes. The writings were collected in Montreal schools this past spring, and have been published in book form.

The children were asked to interpret photographs that we showed them by writing down their impressions, usually as poetry. The photographs were oriented toward their communities and the type of life they would see on any street in the neighbourhoods.

We discussed the purpose of the project with the children to give them the insight needed to appreciate their role in the project. Our aims were to stimulate the dormant creativity inherent in children, and to make them aware of their surroundings. We wanted to get across the idea of respect for the different cultures they will come in contact with.

Children must be inspired to express themselves openly. Too often, creative thinking is stifled in the schoolroom because of texts which don't relate to the children's world. Teaching methods conducive to feeding information into children rather than drawing out their stored-up information and emotion also hampers creativity. As the child grows older, he finds it increasingly difficult to express his emotions freely.

"Expressions of Montreal's Youth" is intended to provide an insight into what children think and feel.

To launch the project, we obtained permission from the Screening Committee of the Protestant School Board to enter classrooms and interact with students. School officials were generally willing to receive us, although some principals who were fearful that their daily routine would be disrupted by our presence in classrooms questioned the usefulness of the project. "What will I get out of this?" was the attitude of some principals. We explained that the students would benefit from the exercise that they would write for us and by the thrill of seeing their works in print when the book is distributed to the schools in the fall.

Overall we were met with great enthusiasm by principals and teachers. But there were people who disagreed with our concepts. We received the following letter from an irate bystander who read about our project in the Montreal Star. Our reply follows the letter.

## To Those Concerned:

I have just read of your educational venture in the Montreal Star. May I say that I hope that with all the problems that youngsters have with school these days that your poems do not add any more.

It puzzles me, and concerns me that school children, needing desperately to learn realistic, honest and truthful principles to base their educational experiences upon, should be exposed to chancy poetic interpretations of racial hatred and pride and bitterness. Better still, leave out the hatemongering ones. I know that racial and cultural



differences are things that children have to grasp early in life without prejudice, or else they will become biased adults. However as educators I just hope and pray that the children, who read your book, do not pick up the wrong emphasis. I sincerely feel that, today, just so much stuff which passes for educational material is just pre-conceived diatribe and dialectics of anarchists who pose as educators; it is no wonder education today is adrift and still going downhill.

I hope that if there are benefits from your book—there could be, I am not in a position to know—that you have prepared it with a thought to its impact it will produce on children—who much more than adults readily soak up ideas and motivational forces—rather than just pleasing yourselves as educational writers to be noticed.

After all it is true that what you, or I, will sow in children's minds today will blossom forth—good or ugly—in some fashion when they become adults in years to come.

Gerald Andrew

We would like to formally clarify any of Mr. Andrew's accusations.

Dear Mr. Andrew,

In reply to your letter we received last week, we would like to explain to you that we are not the authors of this book, as you may have interpreted, but merely the editors. The poetry has been written by the children themselves for other children to read and gain insight from. The children would not as you say "be exposed to chancy poetic interpretation of racial hatred, pride and bitterness". Children are influenced, as well as adults, by societal conditions and by the impact they receive daily through mass media. The children merely responded to the photographs that we provided for them, photographs taken from their immediate environment, and they reflected their thoughts on paper. These poems were not at all altered by us to suit "our purpose", the children spoke for themselves. You mention that the children "will pick up the wrong

emphasis", yet what they will pick up is the truth, as other children see it. Our book does not only concern ethnic, racial or cultural issues, but encompasses a wide variety of topics, ranging from pollution to loneliness or for that matter any issues that are relevant to a child growing up in our present society.

You state that "education is adrift and going downhill". May we assure you that education is not going downhill but has taken a definite rise in positive attitudes, fresh ideas and new learning materials in the curriculum today. The School Boards of the Montreal area are very much aware of the changing world and are attempting to change the curriculum to meet the growing needs of the children. Many changes have already been instituted and many more are in the process. The educational world has shown itself capable of dealing with the problems. Teachers are going back to school to learn about these changes that are taking place such that they could keep themselves up to date on the latest materials available.

The proof of this are the children themselves, as "Expressions of Montreal's Youth" demonstrates the artistry and awareness that the children are capable of. The benefits that you are concerned about are evident in that "Expressions of Montreal's Youth" enables children to experience peer education.

This student says it better than we ever will:

Child  
What are you looking at?  
The ugliness or the beauty?  
You will see a lot of this  
When you are older  
Now just look child.

There's a world out there  
For you to see  
To explore and rediscover  
But go slowly, don't rush  
Cause there's always someone to  
Push you back.

Mystified and awed  
Some strangeness has come unto you  
Why is this man alone?  
Why is this child crying?  
Shut your senses child  
And keep on walking.

Sandra Azancot  
14 years old

Sincerely yours,  
Expressions of Montreal's Youth

In conclusion, it is imperative that culturally sheltered children develop positive attitudes toward persons who are different from themselves, racially, culturally and economically. Acquaintance with different cultures can contribute to the development of appreciation that is so desperately needed in our highly polarized and stratified society. Since most children live in tightly segregated communities, they have little opportunity to interact and become acquainted with people of different ethnicities. Literature can bridge this gap in many ways, although personal interaction supercedes all else. Hence in this anthology of children's poetry and prose we have attempted to bring young people closer together. Children from a variety of

different cultural backgrounds were viewed in situations which illustrate major themes of social relatedness. Children of various areas of Montreal can begin to understand how societal conditions effect children of other areas, in other words creating a form of solidarity among the young. We hope that this book can be that instrument of communication.

The young people whose poetry we have included in this book show amazing insight into their condition and into the universality of man's existence. Even though at times the poetry may appear to be depressing, these young people have in truth captured the mood of our times beautifully. They have shown amazing sensitivity, awareness, and understanding as well as artistic expression and dexterity.

New developments in instructional and/or educational material demand a greater boldness on the part of Canadian instructors, Canadian publishers and producers of children's books so to direct children's attention to the problems of daily life. Only through the awareness and insight that the new generation possess will any revolutionary change occur in the classroom of education. Verbalizing one's emotions in writing is a healthy, productive experience. The statements of these aware young people will reach other children who may begin to reflect more deeply about the direction they are to take and the attitudes they are to respect later on in life in achieving a realistic self-concept of Canada thereby being able to create a better functioning Canadian lifestyle. The child's own awareness of his own potential will be of vital importance in the world of today and of tomorrow. The ideas and beliefs expressed by these young people can be a valuable aid in showing people in every phase of life the vastness of the areas where improvement, change and collective responsibility are needed in making this world a better one to live in.

Continued on page 4.





# Children's literature -

Continued from page 3

## Black people

I'm proud to be Black. It is hard to get a job when you are Black. The people that live on Barclay are all Black. Barclay is a Black community. I have a brother and a mother. They both like me a lot. When I grow up I am going to be a football player. Lots of people think that Black people are dirty, and bad and that they kill, but that is not true. I do not like to be called a Black pig. When I grow up I know I will be something great. I'm proud that I'm Black.

Chris F  
10 years old  
Coronation school

## I feel like...

I feel like when you look at it it seems so lonely, But in reality there are many things involved—if people lived in harmony like nature intended them to there would be no sorrow, no wars, no slavery. After thinking about it, I came up with the conclusion that God does not exist and finally that I don't believe in God, or that he made this earth. Nature is the one thing that I would like to meet, for nature will see how it all turns out, if people can survive, if the earth can survive I wish that I could live forever, caring for other people feeling free from problems, secure and being yourself like you should feel. Black or White or Yellow or Indian we must live in freedom and together naturally.

Demain Ochoa  
Age 11  
Grade 6  
Coronation School  
Mexican Indian

## Here in my classroom

Here, contained between the four walls of my classroom  
My heart aches to be free.  
I want to run across a multitude of fields  
And feel the fresh air gushing through my hair.  
I want to sit in tropical gardens  
And bathe in the scent of wild flowers.  
I want to dive into the depths of the sea  
And explore the vast undersea world.  
I want to have wings and soar like an eagle  
Over the foaming sea and jagged mountain cliffs.  
I want to be small as an atom  
And enter the innermost parts of a rose.  
So how can I sit and listen calmly to the  
everlasting drone of the teacher?

Anonymous Montreal  
High School student.

## Keep on truckin'

This cat is walking or you could say  
Trucking down the driveway in the back  
Of a building on Barclay.  
He must think he's cool trucking down  
The driveway.  
The cat has a bad hat on and he's thinking  
About something.  
This dude looks down and out,  
I think I know him from somewhere.  
He looks like he's thinking about his women  
Thinking about his dope.  
Maybe he's thinking about the love  
He lost last night at the dance.

Chris Millington, Age 14, Coronation School.



## Educational problems

Some of the deficiencies in the educational system can best be observed in culturally diversified areas such as Cote des Neiges. In the past the minority group student had found himself in the precarious position of being miseducated by a system that represented everybody's interests but his own. We have talked to people who have grown up in this area. The person who related the following to us is representative of their feelings.

"In grade three I arrived from Europe and I couldn't speak any English at all and naturally I found it very difficult to communicate with the other children. It wasn't that I hated school; I loved to read, I was eager to learn, but I dreaded going to school each day. The teacher seemed to make me feel so ignorant, she seemed not to take into consideration at all that I was from a different country and I was having a hard time adjusting to a new way of life. I felt very strange and very alienated from the rest of the class—I was never asked to participate in anything, I just remember sitting at my desk at the very back of the class waiting for something to change.

After a while some of the kids tried to show me the alphabet; I started to meet a few of them after school and they would get a kick out of playing teacher with me. I was learning a bit though, but after a few weeks the teacher decided that she was going to send me to a special reading class. Now this special reading class was not for the non-speaking

students, but in actual fact was a class for slow learners. I thought it useless for me to go there because they weren't teaching me English, it was the same as the other class I was in, but the kids in this one were supposed to be dumber. In my own tongue I could read very well, so I felt it a very humiliating experience to be labelled "slow learner."

I remember those classes so well. They used to put kids that were retarded into it, kids that were trouble makers, and the kids who were not English-speaking all into one big disorderly class. The outcome of that year was that I became very withdrawn and very insecure. I remember the teacher was old and she had an attitude about the kids in this special class. She really looked down on us, and she really expected nothing from us, she never encouraged us, or gave us special projects.

We all sort of co-existed for 2 years like that. She treated us as if we were dumb. She told us so to our face and our class just got more rowdy, more unstructured and we all became more insecure.

We were constantly reminded of our uneducability and many of the kids in my class never finished school, as their self-confidence was completely destroyed.

I think that my experiences would be similar to those of other immigrant children. I don't know what it's like in the

schools in Cote des Neiges today but I hope that things have somewhat changed."

The following feelings were expressed by a 12 year old Black Canadian girl living today in the Cote des Neiges area:

"With the teaching system, I think there should be a few changes. For one thing, the teacher should get more involved with the pupils. If the teacher did do this I think they would find out why kids are aggressive, or slow learners, or uncooperative.

The teacher should also make subjects more interesting like for instance geography and history. I feel that what we are learning isn't all true, especially when they make the white man sound so good, and make the Indians sound like heartless savages. In the beginning the Indians were at peace sharing furs to trade for food. Then the Europeans came, stole the Indians' land and tried to convert them to Christianity, ruining the Indians' land building parishes and forts. They made the Indians angry so of course the Indians fought.

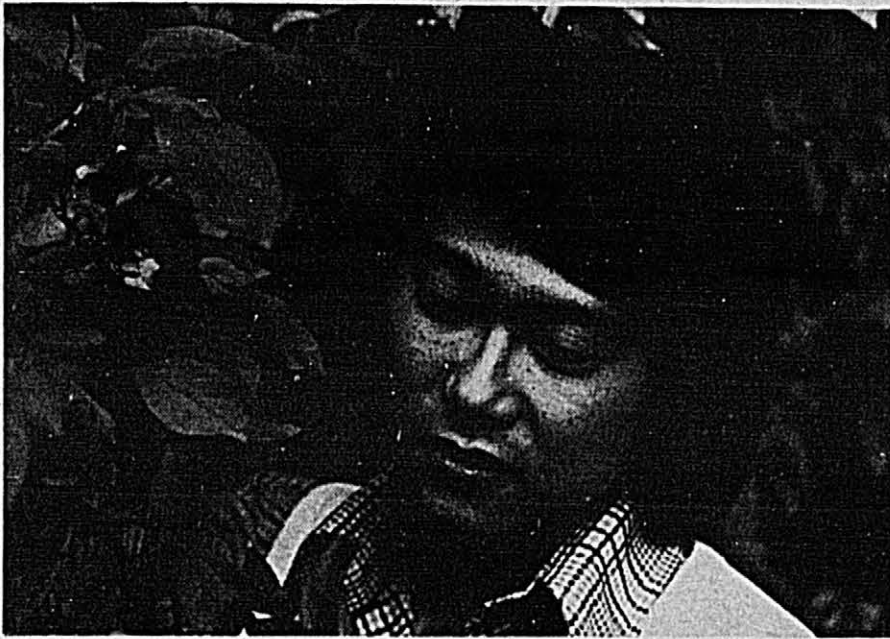
Also in the class the teacher doesn't go out of her way to mention anything Black. One day in French class when we were learning the names of countries and a friend and I asked the teacher why we didn't learn how to spell Africa and the West Indies, she said they weren't important. Also when we watch television, when hunters go on safaris in Africa Black men are always carrying the supplies or else they are always serving the white man.

In the class the teacher never really got too involved in any Black country, like discussing their greater wealth. When we learn about Egyptians we are made to believe that they are White. In school what I would like very much to learn is about Africa's history before the White man came and ruined thousands of years of African technology with their more sophisticated one. Once I get onto the subject of Africans I get very involved for it is the history of my ancestors and I find it exceedingly interesting.

Teachers should try in general to make subjects more interesting so kids could enjoy coming to school more. For instance in history class we could turn historic happenings into plays or make it more interesting so kids don't have to force themselves to stay awake. We should become more aware of what is happening in the outside world, about the wars that are going on, the poverty, the pollution. We should become involved in these things. For example, instead of just talking about pollution, teachers should have pupils bring in old newspapers, nonreturnable bottles, anything really that is recyclable and the teacher should find time to deposit these at any number of recycling centers. In this way we could apply what we learn.

The project our school got involved with last spring, Expressions of Montreal Youth, has given children a chance at expressing their feelings. I am sure a lot of students approve with projects like this. I think that this project has shown many pupils the two sides to





## Black is beautiful

Black is beautiful and don't I know it  
All Black people like to show it.

They got something nice inside  
Something they call pride

Something in their hearts  
makes them have a lotta love

When you're leaving the city, you have to pay a toll  
But when black people leave they leave with soul

All black people are nice to see  
I like people black like me.

Darlene Eckles, 13, Coronation School.

## Barclay's my life

I went for a walk one day. Then I took a rest and two dogs came over to me looking for food. I gave them a piece of bread and the dogs went to sleep. So I started thinking, thinking about my street. I said to myself, man what would life be like without love for your street. Then I said what would this world be without love for one another. How can we be together without killing each other. Then I said, Black is Beautiful and every other color is too. I have a White girlfriend so why can't we all be together and stop hurting each other.

Dean Eskins  
Grade 7  
Coronation School.

## Kids laughing

Kids laughing,  
Maybe some crying  
Some wishing for what others got  
Or maybe just laughing at a funny thought.  
Some people think they've got it all  
Because they've got a black hat and they look so tall  
Or maybe staring at a fence  
Keeping other people in suspense  
Riding bikes makes you think you're hot  
But usually you're absolutely not  
Drying laundry on the line  
Just hanging there wasting time  
There is an old building  
It's just ready to fall  
You just have to knock it over with a ball.

Cathy  
Coronation School

## Prejudice

People say they don't like us.  
They hate us  
And they are prejudiced toward us.  
But when I look at it,  
We are still the same,  
We shit the same color,  
We wear the same clothes,  
We hear the same things.  
People should stop this whole act  
And begin to understand  
That we are all in this world together  
And they can't build a barrier and lock  
Themselves inside it.  
I think they people of both sides  
Should get together  
And realize that they can't keep putting  
Each other down.  
We may not have as much money as the Whites  
But if God had meant us to be the same  
He would have given us the same color.  
Like someone once said: "We are all equal,"  
No matter what race or color we are.  
If people live with that feeling, maybe we  
Will get something going in the world today.

Duke, Age 11, Bedford School.

## in the Cote-des-Neiges schools

the world, poverty and wealth. It also gives children a chance to write messages for other children who would read the book. I think that it would be nice to donate a few copies of this book to children's hospitals so the kids who are sick can find out what is going on in the world.

I want to assure other kids that if I can write this article it should not be that hard for them to write a simple poem. It doesn't do any harm but it could do a lot of good. I mean why shouldn't we learn about each other and the different sides of life. It's there and you have to learn about it sometime. We should all consider ourselves fortunate compared to the starving Ethiopians. At least we learn about poverty and hardship the easy way."

—Janice

To give a concrete example of precisely what 12 year old Janice was referring to, the following is an answer that we received in a grade four classroom when we asked the students to write about Africa.

Jean: "I go to Sunday School and my teacher happens to be a missionary in Africa, and so is my aunt. They say that there are lots of different diseases there and the children do not know about our lord Jesus either. The Africans are different than we are and they look different too."

The problem of reading and writing deficiencies needs to be rectified if the schools are to provide interesting and relevant curriculum. Through our project, we found that many students

still cannot read or write, or both, properly even though they have been attending school regularly. No matter how interesting books may be, a child who finds it difficult to read will never appreciate, understand, or succeed in the subject. Similarly, no matter how interested a student may have been in our photographs, if he or she doesn't know the structural mechanics of writing, transforming thought into the written word will be a frustrating and non-motivational experience.

To learn and appreciate the diversity of subjects, the student must know how to read and write proficiently and comprehensively. If this standard is not maintained, education with the use of the written word is totally self-defeating.

In culturally diversified areas where the population is primarily composed of immigrants such as Greeks, West Indians, Italians, Moroccans, Hispanics and others, the problem of effective communication within the classroom will inevitably arise due to language barriers. An example is the multi-ethnic climate of Cote des Neiges (CdN).

The fact that the residents of CdN live in such an ethnically diversified community entitles them to an educational structure flexible enough to serve the needs of that community. The students who live in CdN are there to learn. They can't if the curriculum does not consider the needs of a multi-ethnic community. What, after all, is school for? To educate. And to educate the student, he or she must be able to read and write.

To eliminate reading and writing deficiencies, an effective program to develop reading and writing skills is needed, especially in culturally diversified areas.

A program of this magnitude cannot be accomplished only on the administrative level. All available resources in the community must be utilized. For example, people fluent in both English and a second language could become special instructors. Neighbourhood librarians can fill in what school teachers leave out. The experience of all people, and not just teachers will provide a truly worthwhile learning experience for the children.

The Cote des Neiges area schools have been among the more progressive ones, mainly because of the people that are now working within them. Miki Bregman, is the PSBGM member of the Executive Committee for this district. We have found her most co-operative and very much in tune with the needs of Cote des Neiges. She seems most willing to implement change where change is needed. Of great value too, in this area is Winston Williams, in the position of Black Liaison for the PSBGM. His function is that of working with teachers in the capacity of advising them on problems that concern Black students. He has also been active in implementing more Black oriented literature in the schools. One comment that Mr. Williams made about education was that he believed that teachers have more power than they accredit themselves with. He believes that

teachers can have a great deal of influence upon their students, but that most are afraid of being reprimanded by the principal of their school. Thus they conform strictly to the curriculum, blaming it all the while on the government and on the school boards for imposing their restrictions. One of the most active and dynamic forces in Cote des Neiges is Mrs. Ceugas, the librarian. She has turned her library classes into enlightening experiences for her pupils. Her awareness, insight and dedication has reached many students, as her material is relevant and truthful. Mrs. Ceugas believes that teachers must have structured programs, but that they must not be tied down with them. She believes that without the quality of "sensitivity" teachers are useless instruments in the schools.

Part of our program for this year will be focused on Black Education for the heavily Black Cote des Neiges and N.D.G. areas. Black Awareness Development Day (B.A.D.D.), will involve both White and Black students in issues dealing with the Black experience that are relevant in their communities.

We are presently creating for this program films, photographs, tapes and other material. We hope that B.A.D.D. will bridge the gap between children of different colors. In addition to helping to build an identity for Black students, it will aid all students to understand and interpret the historical and cultural background of Black people with a new perspective.



## Due to circumstances beyond our control...

Once again, the Daily is in trouble, but this year it's different than before. No one's trying to fire the editor or reduce the budget or censor our articles. Instead, the problem is more serious and more difficult to handle; the business recession is costing us dearly in advertising. Other Montreal campus newspapers, we have learned, are in even worse straits than we are.

To keep within our budget, we must fill about 40 per cent of the Daily with advertising. In other words, we need about two pages of ads to have a four-page Daily, three-and-a-half pages of ads to have an eight page Daily and so forth.

With the drop in advertising, we have been getting less than two pages of ads most days. This ad shortage has forced us to print several four-page issues, which have been short on news, features, What's Whats, etc.

The editors

## Letters

The Daily is disgusting  
To the Daily:

I wish to take objection to the illustration accompanying the article "Women Teach Self-Examination" (Daily, October 10). I support the women's movement and the idea of women being concerned about their health. However I feel that it was in poor taste to print such a picture on the cover of a newspaper. There is a time and place for everything and the photo belongs only in the handbook where it came from or in a similar medical or health publication.

Annie Mittelman  
B.Ed U1

Sports sarcasm sucks

To the Daily:

Sarcasm, surely the very lowest form of wit, fills the

Daily's football column. Honest, objective reporting, evidently finds no place as regards the McGill Redmen. In the 18th century, Alexander Pope's "Dunciad" concerned itself with the dullness of writers in its age. This letter of complaint is related to a like dullness manifest in the Daily's sports column. Pope's final lines come to mind:

*Nor public Flame, nor  
private, dares to shine;  
Nor human Spark is left, nor  
Glimpse divine!...  
Thy hand, great Anarch! lets  
the curtain fall;  
And universal Darkness  
buries All.*

Perhaps Byron's "Darkness" could provide suitable description as well, or Poe's "The Mask of the Red Death", but I am being overly dramatic. After all, who cares of such things? I take offense at sloppy reporting, and those involved with the sport join me; but we are few compared with the silent majority of McGill's students.

Nevertheless, I register a protest. According to the Daily, the football season might as well have finished after Loyola, and the apocalyptic end came with Toronto "edging" McGill. In other words, there is supposedly nothing left; the players who beat their brains out 2½ hours a night in 35 degree weather, are mere figments of the imagination: The Redmen effort (and I mean Effort) to fight losses is — to put it in the Daily's terms — "nonsense." Such an attitude on the part of the university paper doesn't give the players a hell of a lot to strive after.

A good sports reporter criticizes honestly, he respects a team for what it is — a group of men trying their hardest in a serious endeavour. There is no joke, nor punch line. Sarcasm has no place in a football column. The McGill Redmen should not have to bear unenlightened, irresponsible, and unconstructive abuse from their own school paper.

M. Trill

## What's What

### MCGILL CHINESE STUDENT SOCIETY

Tutorial program, Mandarin Class. Instructed in English or Cantonese. For information call Antoine.

### ARTS FACULTY MEN

If interested in volleyball, floor hockey, or ice hockey call your intramural rep. Doug now at 849-2631.

### INTERNATIONAL CAUCUS OF LABOUR CTTEES

International briefing on the working class fight against Rockefeller-inspired fascism: the situation in Europe and

North America, Thursday October 17, Union 307, 1 pm.

### EAST ASIAN STUDIES SOCIETY

All those interested in East Asia are invited to join our Society. Come to a general meeting Friday, October 18 at 1 pm, Union 402.

### MONTREAL CITIZENS' MOVEMENT

Fund-raising party at the Mount Royal Hotel. Thursday October 17, 8:30 pm. \$5 contribution. Is five bucks too much to pay for an end to Drapeau?

### MARGARET ATWOOD

The McGill Debating Union presents: an evening with Canadian writer Margaret Atwood. Thursday October 17 at 8:30 pm, Leacock 132.

### MCGILL CHINESE ENGINEERING UNDERGRAD SOCIETY

Fall mixer Friday October 18 at 8 pm, McConnell Engineering Building Common room. All welcome. Beer and liquor.

### COMMUNITY MCGILL

Volunteer in a hospital, daycare centre, as a Big Brother, tutor, teacher's aid. Union 411 Monday, Wednesday, Friday: 2-4 pm, Tuesday and Thursday from 1-3 pm.

### HOCKEY:

### SCIENCE STUDENTS

Men's Intramural ice hockey tryout, Winter stadium, Thursday October 17 at 9:40 pm. Bring stick and skates.

### PHILOSOPHY STUDENTS ASSOCIATION

Meeting Friday October 18 at 1 pm. Place to be announced.

### SIGMA CHI FRATERNITY

Come and have fun with the Sigs at our Rallye de la Nuit. Friday, October 18 at 7 pm., 3581 University.

### ANTHROPOLOGY STUDENTS' ASSOCIATION

Meets Thursday at 1 pm in Leacock 738. All students taking anthropology courses very welcome.

### WOMEN'S ATHLETIC ASSOCIATION

Women's Intramural Table Tennis starting soon. Sign up now at Currie Gym or around Campus.

### WOMEN'S BASKETBALL

Tryouts for the women's varsity basketball team are now on. Wednesday from 7:30 to 9:30 pm. Monday and Thursday from 5:30 to 7:30 pm in the Currie Gym.

### CHINESE STUDENT CHORAL GROUP

First regular practice Friday, October 18. RVC. All welcome. 8 pm.

### CARNIVAL DANCE

Friday, October 18. Trinidad

Steel band. Admission \$1.

### WAA INTERCOLLEGIATE BASKETBALL

Tryouts begin tonight for women's intercollegiate basketball. Currie Gym 7:30-9:30. Everyone welcome.

### DIVERS — SOS

Intercollegiate team needs men and women divers, no experience necessary. Join at these times. Monday, 7 pm Currie; Tuesday, 5:30 Weston; Thursday, 7:30 Weston; Friday, 12:15 Currie.

### SIGMA CHI FRATERNITY

Post game pub. No frills, just ice cold beer and good music. Saturday, October 19, 4-8 pm, 3581 University.

### MCGILL PRE-MED SOCIETY

Meeting Thursday, October 17. Union 413, 2 pm. For those who signed up for Members-at-Large.

\*\*\*\*\*

Students' Zionist Organization  
Presents:

**Judge Micha  
Lindenstrauss**

on

**"Israeli Judicial Policy in the  
Occupied Territories"**

Thursday, Oct. 17  
12:30 p.m.

HILLEL, 3rd floor  
3460 Stanley St.

## Today

### Community McGill—

#### Allan Memorial Institute:

Interested in volunteering as a "buddy" at the Allan Memorial Institute? Come to Union 307 from 4:15-5 pm.

#### Free Telegram Service:

Via Amateur Radio, message forms available at Union box office and Union 401 or phone 392-8942.

#### Gay McGill:

General meeting 7:45 pm Union B46.

#### English Department:

Film screening — free admission. Wedlock House — an intercourse (S. Brakage), Thanatopsis (E. Emschaller), Hallucinations (P. Weiss), Ritual in Transfigured Time (M. Deredn).

#### WUS Craft Sale:

Lifelike llamas, rugs, bread figurines, motifs — buy these and much more at the Third World Sale — Redpath Hall 10 am-8 pm.

Student Christian Movement: Panel and discussion on Death and Dying "Coping with Grief" 1 pm Leacock 821.

#### Savoy Society Auditions:

For Pirates of Penzance, which will be directed by Rod Hayward and Trevor Payne. No experience necessary. Technical workers also welcome. 5-7 and 8-10 pm. Union basement B26-27.

#### Debating Union:

Evelyn Schusheim and Diane Morrison will talk on building a case and on voice, speech and style. 1 pm, B42.

#### Film Society:

Guys and Dolls — FDAA 8 pm. 50 cents.

#### Historical Society:

Meeting in L626, 12:30 pm.

#### Worker's Support Committee:

Regular meeting 6:30. New members welcome. Union 457.

#### McGill for Farmworkers Committee:

Support the boycott. Join us tonight at 5 pm in Union 457-8. Outing Club. Open meeting. Slides and refreshments. 7:30 pm in the engineering common room.

#### Player's Club:

Auditions for lunch-time prod-

uction of Jules Feiffer skits. 12-1 pm and 5-6 pm. Player's Theatre, 3rd floor Union.

#### Ecology Seminar:

Dr. W.C. Oechel of the biology dept. speaks on physiological adaptations of Arctic mosses at 4 pm in W7/3, Stewart biology building.

#### Economics Department:

Kenneth Boulding on the social sciences in the Union ballroom 11 am-1 pm.

#### All Economics Students:

Reception in honour of Prof. Kenneth Boulding in Leacock 821 at 5 pm. Organized by ESA.

#### The Sigs:

Stop in for a free lunch, 1 pm 3581 University.

#### Motorcycle Club:

General meeting, 1 pm Union 457.

#### Driving Course:

General meeting and registration, 7:30 pm, Union 307.

#### Amateur Radio VE2UN:

Morse code trainees meet in Union 401 at 5:30 pm.

#### Ukrainian Radio "Holos Ukrainy":

Join host Eric Kies for music and commentary every Wednesday at 5:30 pm on Radio McGill.



# McGILL

## George C. McDonald Lecture

### Kenneth Boulding

The Four Laws of Practically Everything  
Conservation - Entropy - Unattainability - Evolution

Wednesday, October 16  
8:00 PM  
Admission free, no tickets required

Palmer Howard Theatre  
McIntyre Medical Sciences Building  
3655 Drummond Street

All Caribbean Students  
Specially Invited  
to our  
**FIRST DISCO DANCE**  
In the  
Coffee Lounge —  
Students' Union  
on  
**SATURDAY 19th OCT. '74**  
from 8 p.m.  
Admission Free Rum Punch  
Beer 3/\$1.00 & Food  
Courtesy Caribbean Society



## Students' Society Executive Applications

are hereby called for the following positions:

<b>SENATE COMMITTEES</b>	
Academic Policy Committee	•3 representatives (1 from Graduate Studies and Research) (2 from any other Faculty)
University Admissions Committee	•3 representatives
University Bookstore Committee	•4 representatives
Committee on the Coordination of Student Services	•14 representatives (1 from each Faculty) (2 from Grad. Studies, 1 academic, 1 professional) (1 from Centre for Continuing Education)
Committee on Development	•3 representatives (1 from Graduate Studies and Research) (2 from any other Faculty)
Committee on Disclosure of Information	•3 representatives
Committee on Educational Development	•2 representatives
Committee on Environmental Studies	•1 representative
Honorary Degrees Committee	•3 representatives
Committee on Libraries	•1 representative
University Museums Committee	•2 representatives
University Scholarships Committee	•3 representatives
Committee on Scheduling & Timetabling	•2 representatives
Committee on Student Grievances	•2 representatives
Committee on Student Records	•2 representatives
Summer Session Committee	•2 representatives (1 from Grad. Studies) (1 from any other Faculty)
Ad Hoc Committee re Certification of CEGEP Teachers	•1 representative (from Grad. Studies & Research)
Ad Hoc Committee to Propose Means of Implementing the Planning Commission's Report on the Faculty of Education	•1 representative
Joint Committee on Rights and Responsibilities	•3 representatives
Joint Committee to Maintain a Continuing Review of University Government	•3 representatives
Planning Commission (Standing)	•2 representatives

\*Application forms may be picked up at the Students' Council Office in the University Centre.

\*\*Completed applications should be submitted to the secretary, Mrs. Haddad, at the Council Office, no later than 5:00 p.m. Wednesday, October 23, 1974.

\*\*\*Last year's representatives should re-apply.



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1460 Sherbrooke W (corner Mackay)	842-3809
3550 Cote des Neiges (Seaforth Medical Bldg.)	932-6806
5016 Sherbrooke W. (near Claremont)	487-5131
St. Martin Shopping Centre, Chomedey, Que.	688-8864
Cavendish Mall, Cote St. Luc	482-8290

## STROBE MAGAZINE

(published by the Hillel Student Society) will have its first Organizational meeting, Thursday, Oct. 17, at 3:00 P.M. at 3460 Stanley St.

Interested writers-editors are urged to attend to decide format and direction.

Mansfield Book Mart

2065 MANSFIELD  
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Art History and Criticism  
Drama  
Fine Arts  
History  
Literature  
Philosophy  
Psychology  
Sociology

## The best you can be

It's not enough for you to be a good gymnast. You have to prove you're the best in the group! So every day and every practice session is important.

When you can't afford time out, when you can't break training, you need the dependable internal protection of Tampax tampons. They allow you comfortable freedom of movement while they expand gently in three directions to fit your inner contours.

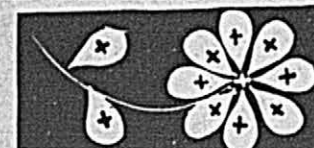
Tampax tampons come in three absorbency-sizes: Regular, Super and Junior. So you can choose the right one for your needs. Well protected, you'll prove to the others you're the best you can be.



The internal protection more women trust



DEVELOPED BY A DOCTOR  
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This Week Until Sunday  
CTI Recording Artist

### Joe Farrell Quartet

Shows start at 9:30; 11:30; 1:30

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\*This coupon is worth a dollar off your admission upon presentation. Valid Wednesday night only.

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St Laurent below Notre Dame  
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\$5.95 & Tax  
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Tel. 866-9387  
This offer is valid for 30 days  
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### classifieds

Continued from page 2

**VIOLIN, PIANO LESSONS.** Professional  
Symphony Musician, Teacher. Children and  
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Modern method establishes favourable results.  
487-1182, 489-3117.

Join us for a weekly celebration of the  
Eucharist. Simple, contemporary Anglican  
Liturgy. Every Fri. 1:00 Yellow Door Coffee  
House, second floor. Info: 392-4947.

#### HOUSING

**GARAGE** indoor, available for small cars at  
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Share house. Another mature person wanted  
for mixed house close to Atwater metro. Own  
furnished room, all utilities & phone included.  
\$95.00 per month. Phone 935-4162 after  
midday.

Apartment to share. Two girls looking for a  
third. One bus to McGill. \$48/month. Own  
bedroom. 273-2362. Evenings, weekends.

**URGENTLY NEEDED!!!** Flat (4 1/2-6 1/2) or large  
apartment in Outremont or Simpson-McGregor  
areas. Must allow pets (i.e. cats). Wanted until  
May preferably. Call anytime: 488-5074.

Room to sublet, on Male Student Residence  
Floor at the Y.M.C.A., only \$340 from now until  
April 31st. 849-0385.

#### TYPING

**ACADEMIC TYPING SERVICE:** Specializing  
theses, term papers, manuscripts. Prompt,  
individual attention. Accuracy guaranteed.  
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Typing Service: Manuscripts, Theses, Essays  
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Service: Fast, accurate. Call Kristiane  
834-0121.

#### PERSONAL

Problem? Feel you need to rap with a rabbi?  
Call Israel Hausman 341-3580.

#### ENTERTAINMENTS

MFS presents Wednesday Nite Musicals. One  
showing only 8:00 p.m. Series ticket \$2.50.  
Single admission 50c. Skip on over.

## Facing up to Death

Three-day noon-hour workshop  
on

## Death, Dying & Suicide

**Wednesday Oct. 16 Leacock 821  
1:00 p.m.**

Panel discussion "Coping with Grief" with a  
thanatologist from the Royal Victoria Hospital; Dr.  
Lettie James, psychologist; The Rev. Bryan Pearce,  
Montreal General Hospital.

**Thursday Oct. 17 Leacock 14  
1:00 p.m.**

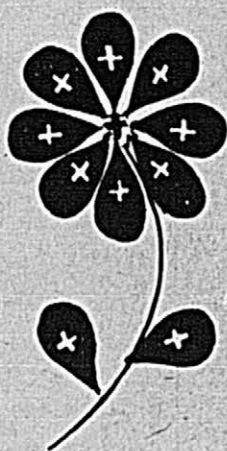
Panel discussion: "Death through the eyes of the  
World Religions" with Dr. Abdur Rabb, Kaltana Das,  
Robert Vachon and Nzi Iyo nsenga, all of Centre  
Moghanin, an inter-religious centre and Rabbi  
Hausman of McGill.

**All Welcome  
Free**

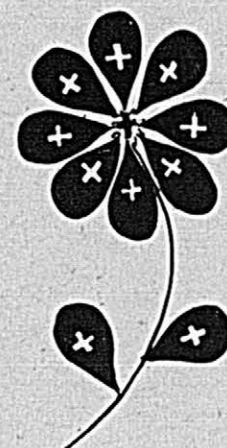
For More Information call 392-4947

Student Christian Movement

# blood drive '74



will be held all of next week.  
Monday through Friday  
**OCT. 21 — OCT. 25**  
Union Ballroom — 3480 McTavish St.



'Here's a chance to do something: HELP SAVE A LIFE.'

**YOU GIVE:** • A pint of blood  
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**YOU GET:** • A chance to win one of over a hundred  
doorprizes  
• Refreshments  
• Entertainment  
• A chance to meet famous celebrities  
• A good feeling inside

For information call 392-8911 or come to B-24 in the Union.  
For the good feeling inside — come to the ballroom next week, and give blood.

**'BE A SPORT — GIVE A QUART'**